



# An introduction to Auckland Council

Get an overview of Auckland Council and learn about the difference between central and local government.

## The difference between local and central government

In Aotearoa, we have two tiers of government: central government makes decisions affecting New Zealand as a whole, while local government looks after the interests and needs of specific communities of our regions, cities, and district areas.

### Central government

Central government is made up of members of parliament who are elected from across the whole country to make decisions for all New Zealanders.

### Local government

In Tāmaki Makaurau, Auckland local government is made up of the mayor, councillors and local board members who are elected to look after the specific needs of our region and local communities.

Our local government organisation is Te Kaunihera o Tāmaki Makaurau, Auckland Council.

## Working together to get the job done

While central government and local government have two separate jobs to do, they often work together to get things done.

### Let's put it this way

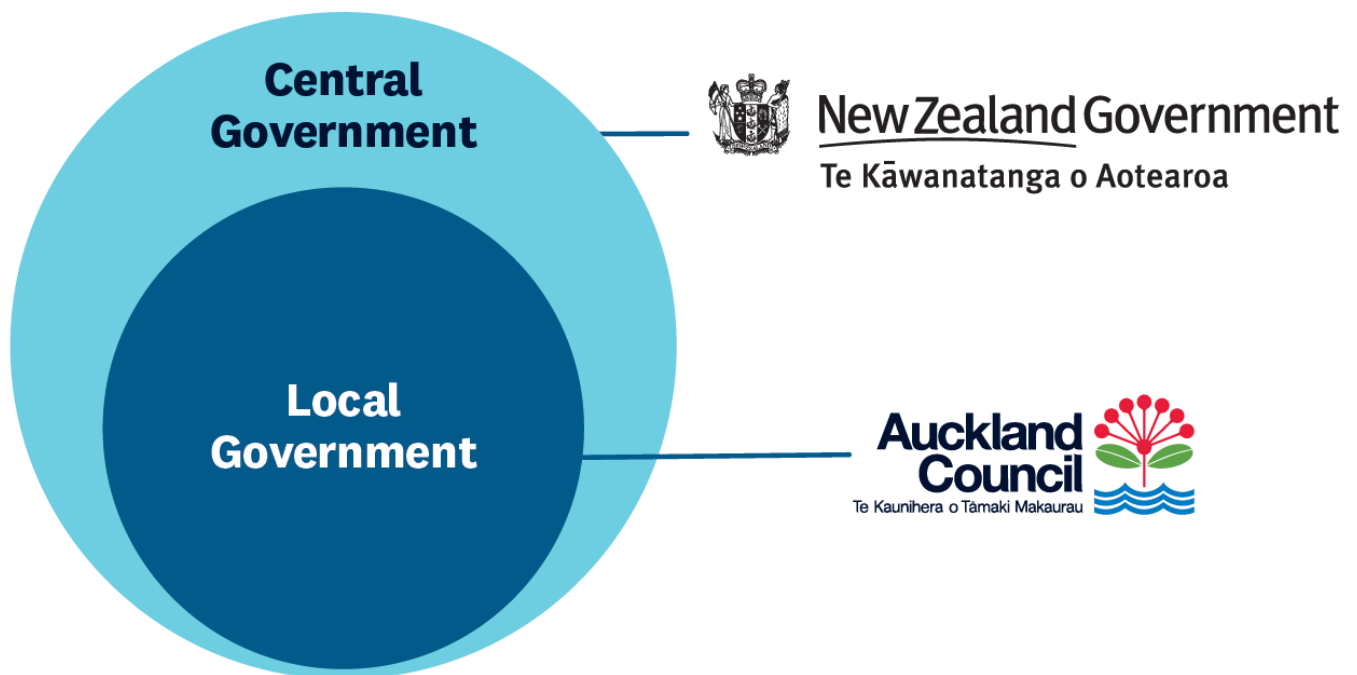
You could think of the central government as your school principal, who looks after everything across the whole school and local government as your class teacher, who looks after everything that happens in the classroom, day to day.

Or you could think of central government as the directors of a large company. They look at the bigger picture and strategies and make sure that all of the departments are working together.

Local government is like a department within a large company., They look after and run a specific area of the business to make sure everything runs smoothly on a daily basis. Both the directors and separate departments have their own jobs to do, but they both rely on each other for direction and support to get those jobs done.

## Who does what

Let's have a closer look at what central government looks after for our whole country, and what local government looks after for our regions.



### Central government (country-wide)

- Makes laws for all of New Zealand.
- Runs the big things like housing, welfare, education, health, energy, national road and rail systems, defense, foreign policy, and public finances.
- Keeps an eye on employment, import and export, and workplace safety.
- Deals with taxes for the whole country.

### Local government (council area)

- Provides local services like water, rubbish collection, parks, animal management, roads, public transport, and libraries.
- Makes decisions about building consents.
- Makes bylaws (special laws for certain areas) within its boundaries.
- Collects rates from Aucklanders to keep the city going.

## More information

To find out more about the differences between central government and local government in New Zealand, see the [New Zealand Immigration website](#).

### You may find this interesting

Auckland Council is the biggest council in Oceania.

Oceania includes:

- New Zealand
- Australia
- Melanesia
- Micronesia
- Polynesia.

Auckland Council hasn't always been as big as it is today.

In 2010, the Auckland Council was formed by an Act of Parliament, which was decided by central government.

Auckland Council was formed by bringing together all of the eight previous councils in the Auckland region into one, which some people called the 'Supercity'!



## What makes our structure unique?

When the 'supercity' was formed, we needed a structure which enabled us to meet both regional and local needs. This is how our unique governance model was born.

### A new governance model

Most local councils in New Zealand have a Governing Body, which is made up of the mayor and elected councillors. The Governing Body makes all of the decisions for the region.

When central government decided to create Auckland Council back in 2010, it also decided on a new governance model.

Merging all the previous councils into one 'super' Auckland Council meant that it had to be structured in a way to meet the needs of both our region and our local communities.

This meant that we needed a unique structure which was unlike any of the other local councils throughout the country.

## Two complementary decision-making parts

Through the Local Government (Auckland Council) Act 2009, central government decided that Auckland would benefit from having two complementary decision-making mechanisms to ensure regional and local needs are met.

### Overseeing Auckland as a whole

Today, Auckland Council has a Governing Body that is made up of the mayor and 20 elected councillors from the 13 ward areas, who look after regional issues that affect all of Auckland.

### Looking after local communities

Unlike other councils, we also have 21 local boards who look after the issues that are important to their local communities within the Auckland region.

## Meet the wider council family

In addition to the Auckland Council organisation itself, our wider family includes:

- council-controlled organisations (CCOs)
- Advisory Panels
- Independent Māori Statutory Board (IMSB).

At council, we refer to this family as the ‘council group’.

## A big responsibility

A lot of decisions made at council affect a lot of people, so our structure reflects how big of a job we have to do.

This might seem confusing now, but we will take a close look at each of these parts to see how they work together.

## So, what kind of council are we?

We are a unitary authority. Let’s take a look at what that means.

In New Zealand, there are two kinds of local government:

### Territorial authorities and regional councils

Territorial authorities are responsible for districts and cities.

Regional councils are responsible for larger areas, and the focus is largely on environmental management

A unitary authority is a combination of both. There are eight unitary authorities in New Zealand.

### Putting the pieces together

The following puzzle pieces show what territorial authorities and regional councils look after. When they are combined into a unitary authority, they become a complete set of responsibilities under one organisation.

#### **Territorial authority**

These are also known as city or district councils.

They are responsible for:

- local land use management
- water, sewerage, stormwater, solid waste management
- local roads
- libraries, parks and reserves.

#### **Regional council**

The focus of regional councils is largely environmental management.

This includes:

- wastewater
- coastal management
- river and lake management
- regional land management
- regional transport
- biosecurity.

#### **Unitary authority**

A unitary authority is responsible for both territorial authorities and regional councils. Auckland Council is a unitary authority.

## Our governance model

When it comes time to make decisions for Auckland, elected members can draw on the guidance of Auckland Council staff (including council-controlled organisations), the advisory panels and the Independent Māori Statutory Board.

### Elected members for our city and region

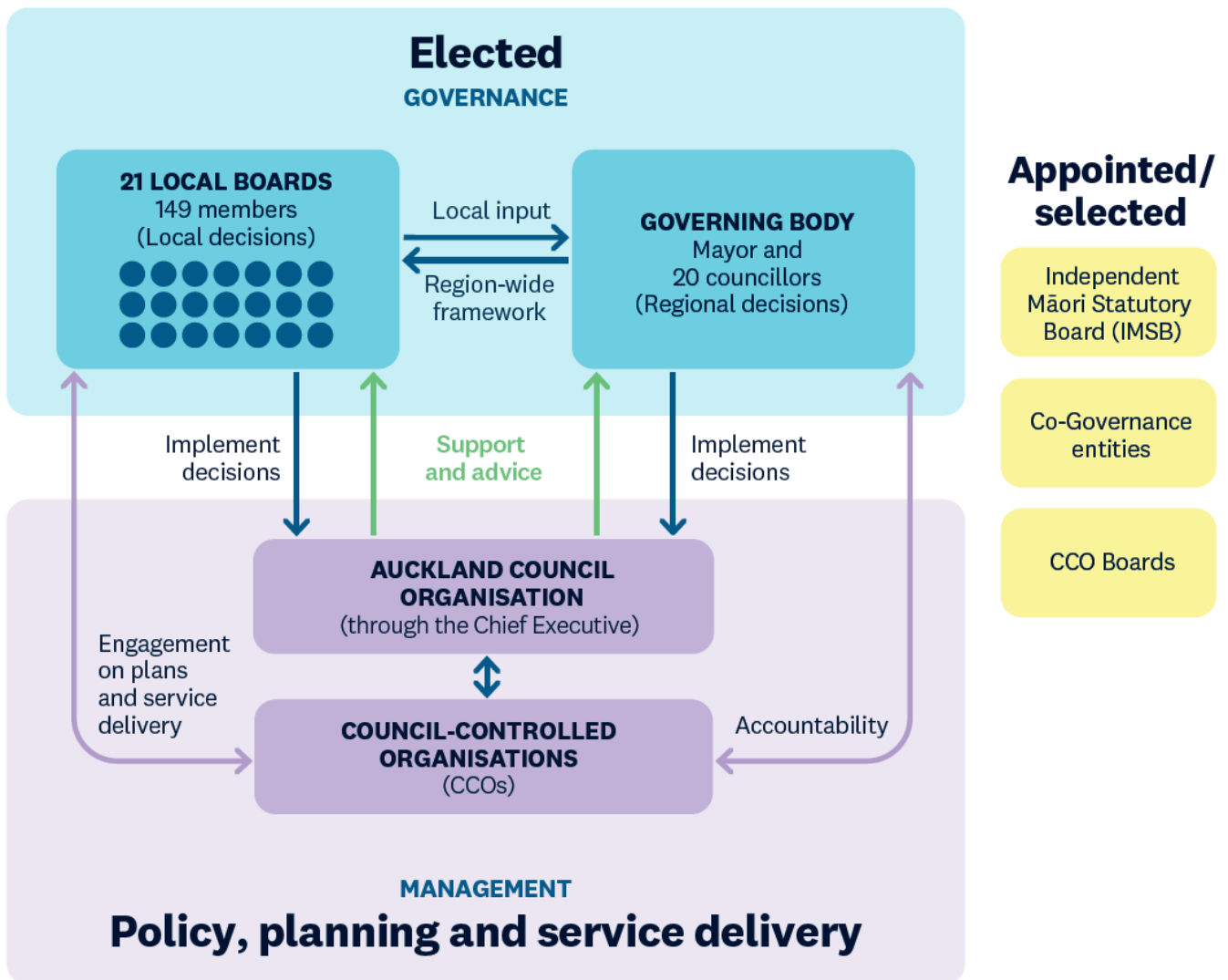
The elected members of the Governing Body and local boards make decisions about Auckland for all Aucklanders.

The mayor, councillors and local board members are all elected by Aucklanders to represent the specific interests of the region and its diverse communities.

Once elected, they spend the next three years serving as representatives.

## Gathering the necessary information

Representing our many communities is a very important role, so we make sure that elected members have all the information they need when it comes to decision-making.



### Governing Body

The Governing Body focuses on the big picture and on region-wide strategic decisions.

It is made up of the mayor and 20 ward councillors, elected by voters from the 13 Auckland wards. Independent Māori Statutory Board (IMSB)[h3]

The IMSB are separate to the Auckland Council and make sure that we are honouring our partnership under the Treaty of Waitangi, taking the views of Māori into account in decision-making.

### 21 Local boards

Local boards represent the communities in their area and make decisions on local issues, activities, and facilities.

Each of the 21 local boards has between five and nine members, elected by voters from the area they represent.

### Auckland Council organisation

Our staff provide support for the elected members. We provide advice on decisions being made, and make sure their decisions are implemented.

### Advisory panels

The advisory panels offer advice on issues important to their communities.

There are nine advisory panels.

### Council-controlled organisations (CCOs)

Like our staff, the CCOs advise elected members on special areas of decision making.

These areas include transport, water, development, tourism, and events.

## How it all works together

When making decisions for Auckland, elected members use all or some of the parts of the council group to help guide them.

To ensure they're aware of all the important information when making a decision, elected members work with, for example:

- our staff (including CCOs)
- the Advisory Panels
- the Independent Māori Statutory Board.

Let's find out a bit more about each of these groups.

## What CCOs do

Council-controlled organisations look after:

- special council assets
- services
- infrastructure.

They work separately from the Auckland Council organisation, but they are accountable to the Governing Body.

### Specialists in their fields of expertise

You can think of the CCOs as teams that specialise in their areas of expertise. They keep everything running on behalf of the council and then report back to the Governing Body.

The Governing Body makes sure that the CCOs are doing the best job possible.

Have a look at the different CCOs and what they do.

Part of the  
Auckland Council  
whānau



**Watercare**



**Watercare services- All things water**

Watercare looks after all of the water and wastewater services for Auckland – next time you turn on a tap you can thank Watercare!

**Auckland  
Unlimited**



**Auckland Unlimited - all the fun stuff!**

Auckland Unlimited looks after arts, culture, heritage and sports venues and facilities. That includes the Auckland Zoo and our museums!

**Auckland  
Transport**



**Auckland Transport - how we get around**

Auckland Transport looks after the buses, trains, cycle paths, footpaths, and parking in Auckland. We all use these everyday so it's a big job!

**Eke Panuku  
Development  
Auckland**



**Eke Panuku- building the best Auckland**

Eke Panuku focusses on development throughout our city and region.

They make Auckland a great place to live through projects like Wynyard Quarter.

### More information about CCOs

To find out more about what each of the CCOs, head to their websites to see what projects they are working on at the moment.

## What is the Independent Māori Statutory Board (IMSB)

When the Auckland Council was established back in 2010, the Independent Māori Statutory Board was also formed.

### The voice of Māori in Auckland

The role of the IMSB is to provide advice to council on ways to promote important matters to Māori and to make sure that we honour our partnership and obligations under Te Tiriti o Waitangi / Treaty of Waitangi.



Who?

When?

What?

Where?

### Issues of significance for Māori

The Independent Māori Statutory Board have produced a lot of important documents throughout their work, such as the Māori Plan.

The Māori Plan is a 30-year plan that describes how they and council will continue to be a voice for Māori values and aspirations in Tāmaki Makaurau / Auckland.

[Watch a video about the Māori Plan](#)

### Important local government-led projects and initiatives

Here are some examples of projects and initiatives we lead:

#### Safeswim



**SAFESWIM**

Safeswim provides up-to-date safety information on the levels of risk for swimming locations around Auckland.

Next time you are heading to the beach, check out the website and make sure it is safe to swim.

Safeswim is a joint initiative between the Auckland Council, Northland Regional Council, Surf Life

Saving, Watercare and Auckland Regional Public Health Service.

### Te Tāruke-ā-Tāwhiri: Auckland's Climate Plan



Auckland's Climate Plan is the way we respond to climate change.

The plan outlines how we are going to approach climate action for Auckland and how we can reduce emissions as well adapt to climate change.

The plan outlines priorities and how we plan to implement actions.

### Auckland Emergency Management



Auckland Emergency Management provides coordinated approaches to significant risks and hazards across Auckland.

Hazards are things like floods, tsunamis, volcanos, earthquakes, severe weather, pandemics and other hazards.

We work with emergency services and other organisations through Auckland Emergency Management to make sure everyone is informed, alert, and safe.

### City Rail Link



The City Rail Link is a new underground rail line that will connect the city centre to the existing western line.

This project will make moving around the city easier and help towards the reduction of cars on the road.

The City Rail Link will at least double Auckland's rail capacity!

This is a joint venture between Auckland Council and central government.

## Advisory panels - advocating for our diverse communities

It is important that everyone's voices are heard when making decisions for Auckland, and the advisory panels make sure elected members know how their communities feel.

### The role of advisory panels

Advisory panels advise elected members on specific areas or issues that affect the communities they represent.

They offer advice on:

- policies
- strategies
- important issues that affect the city and region.

They don't make any decisions for Auckland, but they do offer advice and influence decisions elected members make.

## Types of advisory panels

There are two different types of advisory panels.

### Demographic panels

Demographic panels advise on how issues affect their demographic communities. There are six demographic advisory panels.

### Sector panels

Sector panels advise on how issues affect their specific sectors of Auckland. There are five sector advisory panels.

#### Demographic Advisory Panels



##### **Pacific Peoples Advisory Panel**

Provides knowledge on issues that are important to Pacific people, and advises on how to engage effectively with them.

##### **Ethnic Advisory Panel**

Provides knowledge on issues that are important to ethnic people and advises the council on how to engage effectively with them.

##### **Disability Advisory Panel**

Provides knowledge on issues that are important to people with disabilities.

##### **Rainbow Communities Advisory Panel**

Provides knowledge on issues that are important to Auckland's GLBTI and Takatāpui, or Rainbow communities.

##### **Youth Advisory Panel**

Provides knowledge on issues that are important to young Aucklanders, and advises us on how to engage effectively with them.

##### **Seniors Advisory Panel**

Provides knowledge on issues that are important to older Aucklanders, and advises us on how to engage effectively with them.

#### Sector Advisory Panels



##### **Auckland City Centre Advisory Panel**

The Auckland City Centre Advisory Board is a key advisory group, supporting the City Centre Masterplan's vision.

##### **Heritage Advisory Panel**

Advises the council on built and archaeological heritage issues, including historic sites, structures and places.

##### **Public Art Advisory Panel**

Assists the council with planning arts projects and programmes in public places.

##### **Auckland Urban Design Advisory Panel**

Provides independent design review of significant projects across Auckland.

##### **Rural Advisory Panel**

Advises the council on policies and plans specific to the rural sector.

**So, now that we know who they are, let's look at some of the mahi that has been done by one of the panels.**

## Ethnic Advisory Panel – Community Storytelling

The Ethnic Advisory Panel advises us on issues that are important to ethnic people in Auckland.

Auckland's population is expected to grow a lot in the coming years, meaning that we will have more diverse populations and views on what is best for our region.


The Ethnic Advisory Panel engages with Auckland's ethnic communities to share their stories, hopes and dreams for the future of Auckland.

[This video contains a collection of these stories, and an example of why the advisory panels are such a valuable part of the Auckland Council.](#)



# L<sub>1</sub>: An introduction to Auckland Council

## Teacher resource

 This lesson requires access to the internet.

New Zealand’s political system consists of central government and local government.

Central government makes decisions that affect all New Zealanders, whereas local government looks after the needs of regional, city and district areas.

The general election takes place every three years across the whole of New Zealand to elect Members of Parliament to make decisions that benefit all New Zealanders.

Local elections also take place every three years in every city and region throughout the country. In the Auckland Council local elections, we elect the mayor, councillors and local board members to make decisions to benefit local communities, as well as our whole region.

### Did you know?

Auckland Council was formed by an Act of Parliament in 2010 that merged all of Auckland’s previous eight councils into one. At the time, some people referred to this as the formation of the ‘Supercity’.



For background reading on this lesson, download the Lesson 1 content or visit the [‘Introduction to Auckland Council’](#).



## Activity 1 – What’s the difference between local and central government?

### Curriculum alignment

Curriculum	Achievement Objectives
Social Studies	<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>Understand how the ways by which leadership of groups is acquired, exercised, and has consequences for communities and societies.</li> </ul>
Learning Through Talk Years 4 - 8	<ul style="list-style-type: none"> <li>Draws on their background, linguistic and cultural knowledge to make connections and gain meaning from extended talk.</li> <li>Thinks critically about what they hear, for example, makes inferences and can provide justification for these inferences.</li> </ul>

### Procedure:

- Read the section [‘The difference between local and central government’](#) to the class or have students take turns reading the different information to each other.
- Have the students fill in the missing information into the tables on their student resource, filling in the information that relates to either central or local government.
- Once completed, they can work with a partner to justify why they placed their answers under each heading.
- Some students might want to change where they placed their answers after discussion.
- Now go through the table with the class, referencing the answers in the table on the following page.
- After the table exercise, have the students write their own definition of local and central government.
- The following writing frames will help to scaffold some of the students:
  - Central government is made up of...
  - Some of the services it provides are...
  - Local government in Tāmaki Makaurau, Auckland is...
  - It’s different to central government because...
  - Some of the services it provides are...

Central Government	Local Government
<p>Makes decisions for <u>all New Zealanders</u></p>	<p>Makes decisions for <u>people living within the local area</u></p>
<p>Makes laws for <u>all New Zealanders</u></p>	<p>Makes bylaws for <u>people living within the local area</u></p>
<p>Provides services such as: <u>housing, welfare, education, health, justice, immigration and the Police.</u></p>	<p>Provides services such as: <u>rubbish collection, water, street lighting, public transport and libraries.</u></p>
 <p>A red square containing four white icons: three houses, a first aid kit with a cross, a classical building with columns, and a police badge with a star and the word 'POLICE'.</p>	 <p>A teal square containing four white icons: a rubbish truck, a water drop, a bus, and a stack of books.</p>



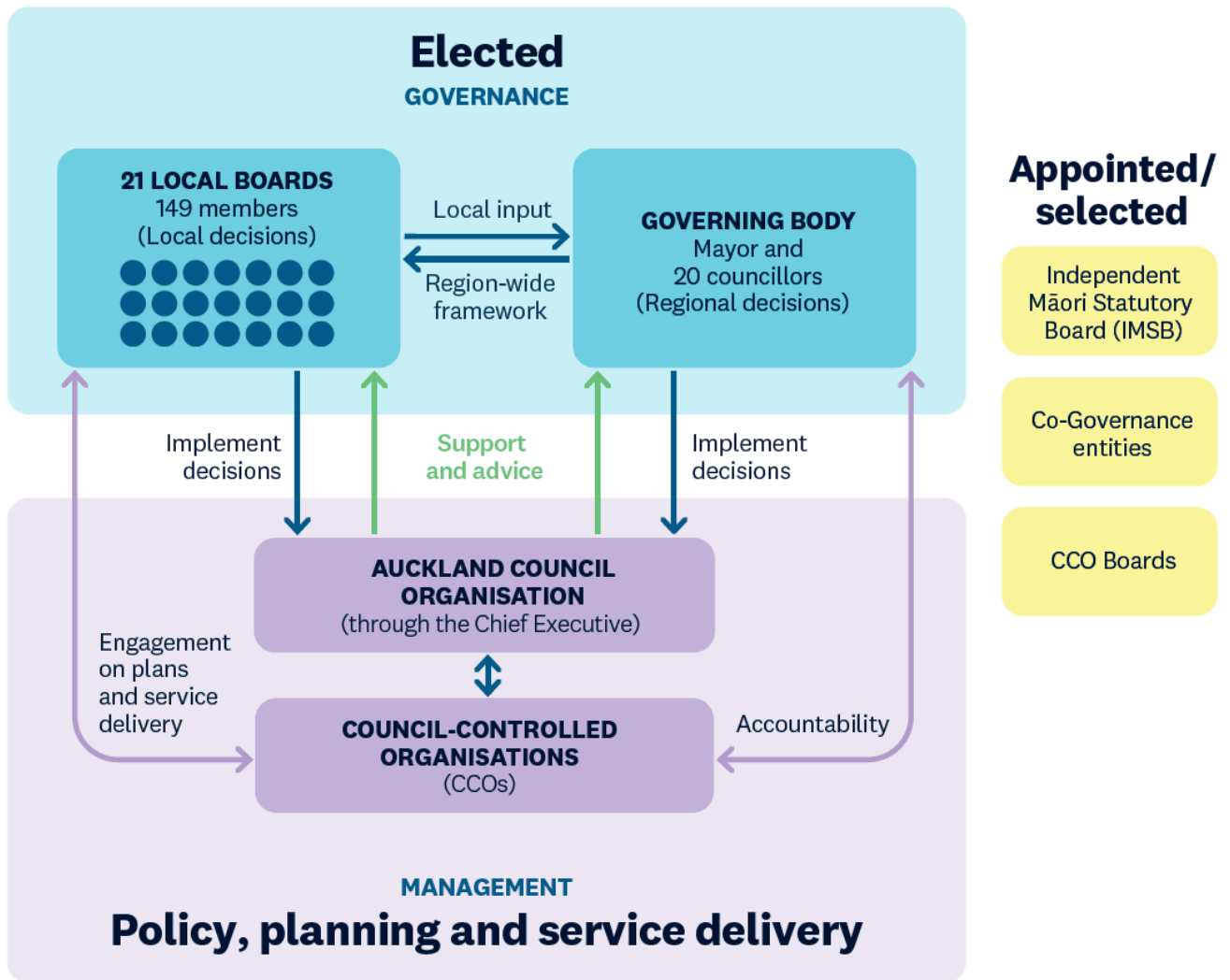
## Activity 2 – How is Auckland Council structured?

### Curriculum alignment

Curriculum	Achievement Objectives
The Literacy Learning Progressions Reading	<p><b>End of Year 8</b></p> <p>When students at this level create texts, they create content that is concise and relevant to the curriculum task, often including carefully selected detail and / or comment that supports or elaborates on the main points.</p> <p>They draw on knowledge and skills that include deliberately choosing a clear and logical text structure to suit their audience and purpose, sometimes innovating to achieve this.</p>
Learning Through Talk Oral Language in Years 4 to 8	<p><b>Independent listening</b></p> <p>Draws on their background knowledge, and cultural knowledge to make connections and gain meaning from extended talk.</p>
Social Studies	<p><b>Level 4</b></p> <p>Understand how formal and informal groups make decisions that impact on communities.</p> <p><b>Level 5</b></p> <p>Understand how systems of government in New Zealand operate and affect people's lives.</p>

### Procedure:

- Read the content in the section '[Our governance model](#)' with the students.
- Then, slowly read the sentences in the table below to the students, out of order. Students identify and record the information and key words in the appropriate box on the blank grid included in the student resource.
- Students can then use the information on their grid to write sentences or paragraphs. Writing frames are included in the student resource to help get them started:
  - The mayor is elected by...
  - Did you know that the mayor...
  - The Governing Body is made up of...they are responsible for...
  - Local boards represent... they make decisions about...
  - The Independent Māori Statutory Board is...
  - The Advisory Panels represent...



	Who are they?	What do they do?
<b>The mayor</b>	The mayor is elected by all Auckland voters and leads our Governing Body. One of the mayor’s major responsibilities is to promote a vision for Auckland.	Being mayor is a full-time role, with a significant professional and personal commitment, including after hours and weekends. They set the vision for the council and get to appoint their deputy mayor.
<b>The Governing Body</b>	The Governing Body is a decision-making body, made up of the mayor and 20 ward councillors. The councillors are elected by voters from the 13 Auckland wards they represent.	The Governing Body is responsible for many things. Two of these are: <ul style="list-style-type: none"> <li>preparing and adopting the 10-year budget (long-term plan (LTP), annual budget (annual plan) and annual report</li> <li>setting rates and bylaws</li> </ul>

<p><b>Local Boards</b></p>	<p>Local boards represent the communities in their area. Each of the 21 local boards has between five and nine members, elected by voters from the area they represent.</p>	<p>Among other things, local boards:</p> <ul style="list-style-type: none"> <li>• provide local leadership and develop relationships with the community, community organisations and special interest groups in the local area</li> <li>• make decisions on local matters, including events, parks, community programmes and local fees and charges</li> </ul>
<p><b>Independent Māori Statutory Board</b></p>	<p>The Independent Māori Statutory Board is independent of Auckland Council. The board ensures that Auckland Council take the views of Māori into account when they make decisions.</p>	<p>The Independent Māori Statutory Board is an independent body corporate of nine members based in Auckland. Seven members represent mana whenua and two members represent mataawaka. Mataawaka are Māori living in the Auckland region who are not in a mana whenua group.</p>
<p><b>Advisory Panels</b></p>	<p>The demographic panels include the Pacific Peoples, Ethnic, Disability, Rainbow, Youth and Seniors Advisory Panels. The sector panels include the Auckland City Centre, Heritage, Public Art, Auckland Urban Design and Rural Advisory Panels.</p>	<p>The demographic panels are made up of everyday Aucklanders with personal connections to the communities they represent. They give advice to council staff and others to make sure their community's voice and interests are heard and included in all council work. As experts in their respective areas, the sector panels advise on all council work that affects their particular sectors.</p>

## Activity 3 – What are council-controlled organisations?

### Curriculum alignment

Curriculum	Achievement Objectives
Literacy Learning Progressions Writing	<p><b>Year 8</b></p> <p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> <li>Use a variety of sentence structures, beginnings and lengths for effect.</li> </ul> <p><b>Year 10</b></p> <p>The texts that they create often include:</p> <ul style="list-style-type: none"> <li>A variety of grammatical constructions in more complex and varied sentences and with greater paragraph elaboration.</li> </ul>
Learning Through Talk Oral Language in Years 4 to 8	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Uses increasingly complex language structures in planned talk, such as structures using the adverbs ‘otherwise’, ‘however’, or ‘therefore’ to connect ideas.</li> </ul>
English Language Learning Progressions	<p><b>Oral Language - Input Stage 2</b></p> <ul style="list-style-type: none"> <li>Curriculum content that reflects what their peers are learning in mainstream classes.</li> <li>Some complex sentences.</li> </ul> <p><b>Stage 3</b></p> <ul style="list-style-type: none"> <li>Connected text with several ideas or text sequences.</li> <li>Extended passages of natural speech in familiar and unfamiliar curriculum and social contexts.</li> </ul> <p><b>Writing Stage 2</b></p> <ul style="list-style-type: none"> <li>Texts include a range of different sentence beginnings and structures (such as use of relative clauses).</li> </ul> <p><b>Stage 3</b></p> <ul style="list-style-type: none"> <li>Topics are sustained and organised logically and coherently in stages. Ideas are linked with appropriate use of a range of connectives (e.g. ‘however’, ‘therefore’).</li> <li>Texts may follow a model closely.</li> </ul>

### Procedure

By the end of this task, students will have a deeper understanding of four council-controlled organisations (CCOs) – Watercare Services, Auckland Transport, Auckland Unlimited and Eke Panuku.

- Each student will need to have a copy of the answer table provided in the student resource.
- Emphasise that this is a listening activity and that the students need to listen very

carefully.

- Read the main paragraph from the content section 'What CCOs do' from ['Our governance model'](#) to the students.
- Read the sentences describing the role of each CCO and ask the students to write the name of the correct CCO below the related images in their table.
- Once all the descriptions have been read, re-read the sentences, allowing students to check their answers and make changes if necessary.
- In pairs, allow students to compare answers and make any changes if necessary.
- Finally, ask students to write their own descriptions for each CCO. They can use the writing frames provided as a scaffold if needed:
  - Watercare looks after...
  - Auckland Transport is responsible for ...
  - Eke Panuku regenerates...
  - Auckland Unlimited manages... The Zoo and Auckland's museums are...
  - The Wynyard Quarter project is an example of...
  - Our drinking water...
  - Cycleways, footpaths and parking are...

Part of the  
Auckland Council  
whānau



**Watercare**



**Auckland  
Unlimited**



**Auckland  
Transport**



**Eke Panuku  
Development  
Auckland**





Auckland Transport



Auckland Unlimited



Watercare Services



Eke Panuku



Auckland Unlimited



Auckland Transport



Eke Panuku



Watercare Services

## Activity 4 – Council-controlled organisations: case study

### Curriculum alignment

Curriculum	Achievement Objectives
The Literacy Learning Progressions Reading	<p><b>Year 8</b> Gathering, evaluating, and synthesising information across a small range of texts.</p> <p><b>Year 10</b> Using strategies such as skimming, scanning, notetaking, annotating, mapping, coding information, and rephrasing to locate, evaluate, analyse, and summarise information and ideas within and across a range of texts.</p>
English Language Learning Progression	<p><b>Oral Language-Input Stage 2</b></p> <ul style="list-style-type: none"> <li>• Curriculum content that reflects what their peers are learning in mainstream classes.</li> <li>• Some complex sentences.</li> </ul> <p><b>Stage 3</b></p> <ul style="list-style-type: none"> <li>• Connected text with several ideas or text sequences.</li> <li>• Extended passages of natural speech in familiar and unfamiliar curriculum and social contexts.</li> </ul> <p><b>Writing Stage 2</b></p> <ul style="list-style-type: none"> <li>• Texts include a range of different sentence beginnings and structures (such as use of relative clauses).</li> </ul> <p><b>Stage 3</b></p> <ul style="list-style-type: none"> <li>• Topics are sustained and organised logically and coherently in stages. Ideas are linked with appropriate use of a range of connectives (e.g. however', 'therefore').</li> <li>• Texts may follow a model closely.</li> </ul>

### Procedure:

By the end of this activity, students will have a deeper understanding of the four CCOs – Watercare Services, Auckland Transport, Auckland Unlimited and Eke Panuku.

- Do this activity after activity three or read the section 'What CCOs do' from '[Our governance model](#)' to the class, including the short descriptions of each CCO.
- Ask students to choose one CCO to focus on for the rest of the activity.
- Students will need to follow the hyperlinked logo link in their resource to the website of their chosen CCO.

- Make sure students read the 'about us' page for a brief summary of the organisation.
- Students need to read the information and watch the videos, if available, to learn about the CCO.
- They can then write answers to the questions in the student resource.
- Ask students to share their answers in pairs or small groups so they can compare what they found out about each CCO.

### Questions for students

1. What is the name of your chosen council-controlled organisation?
2. What do they do?
3. How long have they been working here in Tāmaki Makaurau, Auckland?
4. What is an example of one of their current or recent projects?
5. In your own words, how do they help make our city a better place to live?
6. In what ways does the work they do affect your daily life?
7. What do you think would happen if they did not provide their services for Aucklanders?
8. Anything else you learned and found interesting?

## Watercare



### Watercare services- All things water

Watercare looks after all of the water and wastewater services for Auckland – next time you turn on a tap you can thank Watercare!

## Auckland Unlimited



### Auckland Unlimited - all the fun stuff!

Auckland Unlimited looks after arts, culture, heritage and sports venues and facilities. That includes the Auckland Zoo and our museums!

## Auckland Transport



### Auckland Transport - how we get around

Auckland Transport looks after the buses, trains, cycle paths, footpaths, and parking in Auckland. We all use these everyday so it's a big job!





## Eke Panuku- building the best Auckland


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### Did you know?

Auckland Council was formed by an Act of Parliament in 2010 that merged all of Auckland’s previous eight councils into one. At the time, some people referred to this as the formation of the ‘Supercity’.





For background reading on this lesson, download the Lesson 1 content page or visit [‘Introduction to Auckland Council’](#).

# Activity 1 – What’s the difference between local and central government?

Listen closely to the information that will be read aloud by your teacher or classmates from [‘The difference between local and central government’](#). Using this information, as well as your own knowledge, consider what information belongs under ‘Central government’ or ‘Local government’ in the table below. Fill in as much as you can to finish the sentences.

Once completed, discuss with a partner, and make any changes you think are needed to your table.

Central Government	Local government
Makes decisions for _____	Makes decisions for _____
Makes laws for _____	Makes bylaws for _____
Provides services such as: _____ _____	Provides services such as: _____ _____
	

Now, write your own definition of central government and Auckland Council. Use the writing frames below to help you.

Central government is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

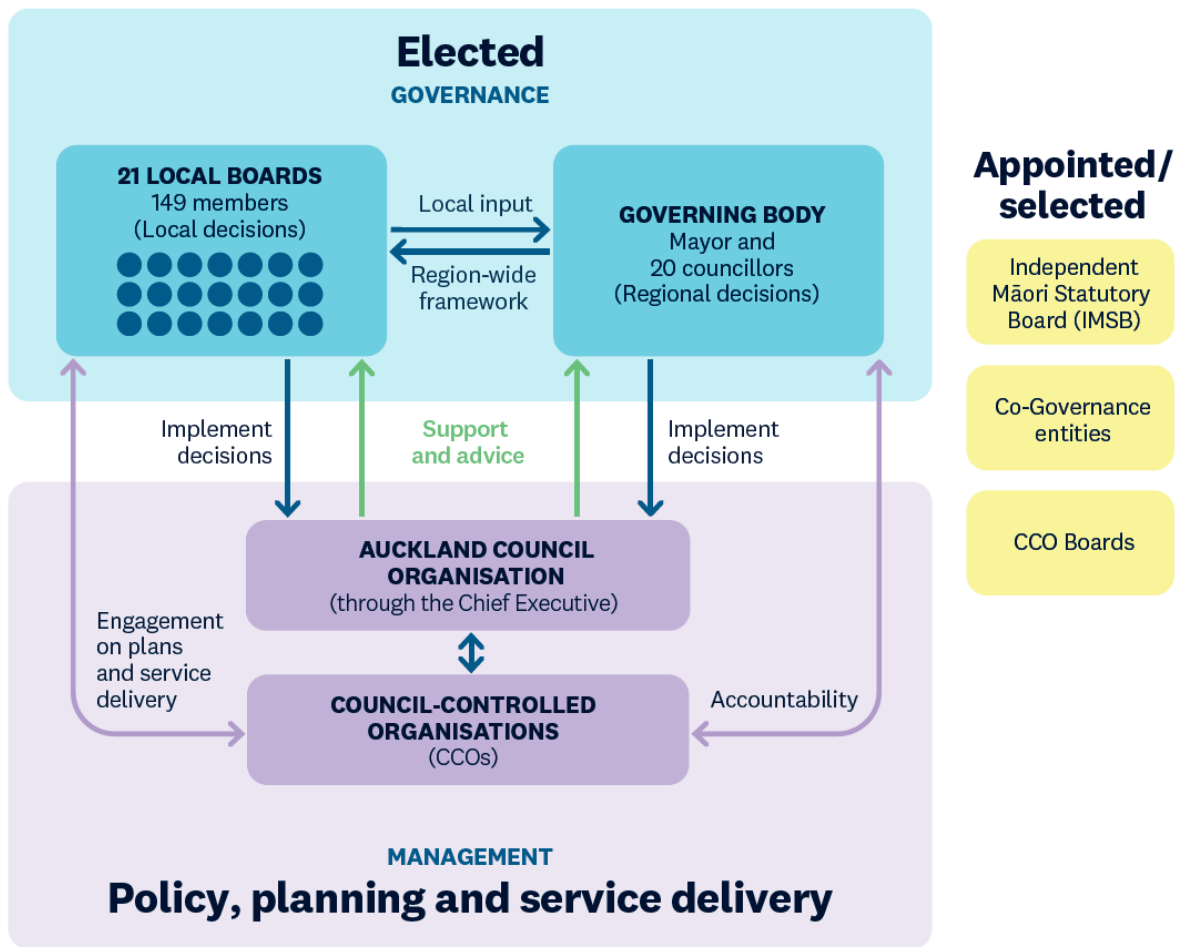
Some of the services it provides are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Auckland Council is an example of \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Some of the services it provides are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

It is different to central government because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Activity 2 – How is Auckland Council structured?



Listen carefully to the statements that your teacher will read aloud. Write the keywords in the right cells in the table below.

For further information go to [‘Our governance model’](#).

	Who are they?	What do they do?
The mayor		

The Governing Body		
Local Boards		
Independent Māori Statutory Board		
Advisory Panels		

Now, using the information from your table, write a few sentences about each role. The following writing frames might help you to get started:

The mayor is elected.....  
 .....  
 .....

Did you know that the mayor .....

.....  
 .....

The Governing Body is made up of.....

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The Governing Body is responsible for\_\_\_\_\_

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Local boards represent\_\_\_\_\_

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They make decisions about\_\_\_\_\_

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The Independent Māori Statutory Board is\_\_\_\_\_

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The Advisory Panels represent\_\_\_\_\_

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## Activity 3 – What are council-controlled organisations?

Part of the  
Auckland Council  
whānau



**Watercare**



**Auckland  
Unlimited**



**Auckland  
Transport**



**Eke Panuku  
Development  
Auckland**

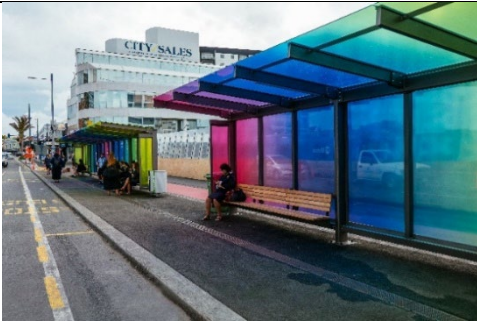


Have a look at the table on the next page and listen carefully to the information being read out by your teacher.

After your teacher has read the description about a council-controlled organisation (CCO), write the name of the CCO under the pictures you think relate to the role of that organisation.

Once you have matched all the pictures, share with a partner, and compare your answers. Did you get the same results?

For further information, go to [‘Our governance model’](#).



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## Activity 4 – Council-controlled organisations: case study

Choose a council-controlled organisation (CCO) to focus on for this exercise.

Click on the logo below to go to their website.

Find to the 'about us' or 'about' section to read about who they are and what they do.

Answer the questions on the following page on your own, then share what you have learned with a partner or group.



### Watercare services- All things water

Watercare looks after all of the water and wastewater services for Auckland – next time you turn on a tap you can thank Watercare!



### Auckland Unlimited - all the fun stuff!

Auckland Unlimited looks after arts, culture, heritage and sports venues and facilities. That includes the Auckland Zoo and our museums!



### Auckland Transport - how we get around

Auckland Transport looks after the buses, trains, cycle paths, footpaths, and parking in Auckland. We all use these everyday so it's a big job!



### Eke Panuku- building the best Auckland

Eke Panuku focusses on development throughout our city and region.

They make Auckland a great place to live through projects like Wynyard Quarter.

1. What is the name of your chosen council-controlled organisation?

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2. What do they do, what services do they provide?

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3. How long have they been working here in Tāmaki Makaurau, Auckland?

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4. What is an example of one of their current or recent projects?

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5. In your own words, how do they help make our city a better place to live?

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6. In what ways does the work they do affect your daily life?

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7. What do you think would happen if they did not provide their services for Aucklanders?

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8. Anything else you learned and found interesting?

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